What to expect, when?

Guidance to your child's learning and development in the early years foundation stage

4Children

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How to use this guide

The Early Years Foundation Stage Framework (EYFS) sets out the learning and development stages for children as they grow from birth to five years. For those working in the early years - whether in a nursery, pre-school, a childminder or in a reception class in school - the EYFS outlines what they need to do to support your child.

The purpose of this booklet is to help you as a parent/carer* find out more about how your child is learning and developing during their first five years, in relation to the EYFS. Children develop more rapidly during the first five years of their lives than at any other time. This booklet has been written to help you as a parent know what to expect during these vitally important years by focusing on the seven areas of learning and development which are covered in the EYFS.

In this guide, your child's first five years have been divided up into six age bands which overlap. This is because **every child is different and children do not grow and develop at the same rate**. It highlights what you might notice your child doing at these points.

Children learn and develop through playing, exploring, being active, creative and being asked questions to help their thinking. After each age band we give you an example of some ideas and tips as to how you can help your child's learning and development. Page 34 details where you can find out more.

As you know, being a parent is very special and amazing as you watch your child grow up. It can also have challenges. We hope this booklet will help you to know how your child is developing by highlighting what to expect, remembering that all children are different. **Communication and language and literacy are VITAL areas for you to enjoy supporting your child with. It is important that your child grows up to be a good communicator and a keen reader.**

One way of using this booklet could be to use it as a reference - see what you notice your child can do. Use it as a prompt to explore and try new things together.

In using this booklet, if you feel unsure about your child's learning and development you might want to speak to someone from your local children's centre, your child's key person, a childminder or a health professional.

To find out more about the EYFS, please visit www.foundationyears.org.uk/parents. For information about free early education and entitlement for 2, 3 and 4 year olds visit www.gov.uk/free-early-education

We thank the parents* who contributed to writing this booklet.

"This booklet is fantastic and will really help me know how well my child is developing and learning."

"I have spent ages on Google trying to find out if Katie is where she should be – this is great!"

The 7 areas of learning are:

Prime areas of learning particularly important in the first 3 years

- **Personal, Social and Emotional Development**
- **Physical Development**
- **Communication and Language**

Specific areas of learning

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

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What to expect, when?

Guidance to your child's learning and development in the early years foundation stage

Birth - 11 months

Page 4 - 5
What do you notice in your baby's early growing?
Focus more on the prime areas of learning.
Communication and early language is important: talk with your baby.

8 - 20 months

Page 8 - 9
What do you notice as your baby starts rolling, touching things and playing with toys?
Focus more on the prime areas of learning.
Communication and early language is important: look at books together.

16 - 26 months

Page 12 - 13
Your child might be going to a nursery or childminder. Discuss what you are noticing with them.
Focus more on the prime areas of learning.
Your child will enjoy sharing books with you.

22 - 36 months

Page 16 - 17
What do you notice about your child as they start becoming more self confident and aware, and managing their feelings and behaviour?
Focus on the prime areas of learning and give more attention to the specific areas - including literacy. Enjoy books together.
Read lots of different books.

30 - 50 months

Page 20 - 23
What do you notice about your child as they grow in confidence?
Focus on the prime and specific areas of learning.
Libraries are great places to visit with your child.

40 - 60 months

Page 26 - 31
In this age band we list early learning goals which are the expectation for where children may have reached at the end of reception year at school.
Focus on the prime and specific areas of learning.
Let your child read to you.

In this booklet your child's first five years are divided up into the six age bands above to highlight what you might notice your child doing at these points. Please remember: every child is different! Children do not grow and develop at the same rate.

After each age band we give you some ideas and tips as to how you can help your child's learning and development. Page 34 details where you can find out more.

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Birth -11 months: You might notice that….

Personal, Social and Emotional Development

Making relationships

- I like to be with other babies and grown ups. I look at faces and move my arms and legs to show that I like to be with them.
- I look at faces and can copy movements you make with your face, like sticking out my tongue, opening and closing my mouth or making my eyes bigger.
- I can show you that I like you talking to me by moving my arms and legs, making my eyes bigger and opening and closing my mouth.
- I can show you that I am interested in what you are doing by looking at and watching you.
- I can show that I like you to hold me or cuddle me by snuggling up to you, smiling, looking at your face or stroking you.

Self confidence and self awareness

- I laugh and gurgle to tell you that I like being tickled or lifted up.
- I can use my voice or look at you to get your attention and tell you that I want you to be with me.

Managing feelings and behaviour

- I like to see grown ups' faces and hear their voices when I am feeling upset, worried, tired or hungry.
- I snuggle into grown ups that I know when I am feeling upset, worried or tired.
- When I am feeling upset, I like you to hold me, rock me, speak to me or sing to me quietly and calmly.
- I can show you that I am happy, worried or excited by the noises that I make, by opening and closing my eyes or the way I move my arms and legs.
- I can show you that I know how other people are feeling by smiling back at a grown up when they smile at me and becoming upset when I hear another child crying.

Physical Development

Moving and handling

- I move my head or body when I hear noises and see things or people.
- I can hold my head up.
- I can move my arms and legs in different ways such as waving and kicking.
- I can roll over from my back on to my tummy and from my tummy on to my back.
- When I am lying on my tummy I can use my arms to help me lift my head and then my chest.
- I like to look at and play with my hands and feet.
- I can reach out and touch things that are near to me.
- I can hold things in my hand that are near to me.
- I like to explore things by putting them in my mouth.

Health and self care

- I like it when you cuddle me, stroke my cheeks or pat my back.
- I will show you that I am upset, tired or hungry by making noises such as crying or by moving my arms, legs or body.
- I will show you that I know when it is meal time by looking at you, my food or drink or by making noises or moving my arms and legs to tell you that I am excited or ready.

Communication and Language

Listening and attention

- I move my head or body to find sounds that I know when I hear them.
- I listen to different sounds grown ups make with their voices and can move my arms, legs or body or make noises when I hear them.
- I will show you that I like you talking to me by smiling at you, looking at you or moving my arms, legs or body.
- Sometimes when you talk to me I will become quieter or make noises and move my arms, legs or body.
- When you talk to me, I look at you, but I will turn my head or body when you stop.
- I like listening to sounds that things I know and grown ups make.
- I listen when you sing songs and rhymes as you tickle my tummy or play with my fingers and toes.
- I stop what I am doing and listen to a new voice or sound when I hear it.

Understanding

- When you say my name I stop what I am doing and look at you.
- I understand what you mean when you use words and actions together. For example, as you wave and say "bye bye" or use actions as you sing rhymes like "Wind the bobbin up".

Speaking

- I can let you know what I want or how I am feeling by making different noises such as crying, gurgling, babbling and squealing.
- When a grown up that I know talks to me I make sounds and noises that are special to me.
- I can lift up my arms when I think you are going to pick me up.
- I like to make different sounds and noises, such as "baba", "nono" and "gogo" when a grown up talks to me.

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Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Reading • I like you to sing songs and rhymes and read stories to me. **Writing** • Babies need to hear words and learn to use these. • Babies need to explore what happens when they use their hands and feet.	**Numbers** • I notice when there is one thing or when there are lots of things (up to 3 things) in a bowl or basket. **Shape, space and measure** • Babies need to play with things and find out what they can do with their hands, feet and body.	**People and communities** • Babies need to develop relationships with grown ups. **The world** • I move my eyes and then my head when I want to look at things. • I like to look around where I am for things that I would like to play with. • I smile at things that I like to play with. • I like to kick or shake things that make a noise, like a mobile or rattle, over and over again. **Technology** • Babies need to explore lots of different things to find out what they can do with them.	**Exploring and using media and materials** • Babies need to explore lots of different things to find out what they can do with them. **Being imaginative** • Babies need to play with lots of different things to find out what they can do with them. • Babies need to develop relationships with grown ups. • Babies need to hear words and learn to use them.

Notes

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Birth - 11 months: How can you help me with my learning?

Communication and Language

Listening and attention

- Play "peek a boo" games with me. Use your hands or a scarf to hide your face.
- Sing a song or rhyme as you rock or hug me.

Understanding

- Tell me what you're doing as you're changing my nappy or getting me dressed.

Speaking

- Have a chat with me by copying my sounds and babbling.

Personal, Social and Emotional Development

Making relationships

- Let me copy the movements you make with your face, like when you open and close your mouth or open and shut your eyes.

Self confidence and self awareness

- Give me one of my favourite toys, the packet of wipes or a clean nappy to hold when you're changing me.

Manage my feelings and behaviour

- Tickle my feet
- Let me see you face and hear your voice when I am grumpy tired or hungry.

Physical Development

Moving and handling

- Put me on my tummy or back, on a soft mat or blanket, and let me kick my legs.
- Cover my legs with a crinkly blanket or piece of light, soft material so I can kick it off
- Put my favourite toys by me so that I can reach out and touch it or try to hold it.

Health and self care

- Stroke my cheeks or pat my back as you talk to me.

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Expressive Arts and Design

Exploring and using media and materials

- I need to explore lots of different things to find out what I can do with them. Let me make a mess.

Being imaginative

- I need to hear words and learn to use them. Speak with me.

Understanding the World

People and communities

- I need to develop relationships with grown ups. Introduce me to lots of different people.

The world

- Let me hold your finger or scarf.
- Let me play with toys that make different noises.
- Let me look in mirrors

Mathematics

Numbers

- Hold my hands and help me to clap in time as you sing songs to me.

Shape, space and measure

- I need to play with things and find out what I can do with my hands, feet and body. Let me have my favourite things around me.

Literacy

Reading

- Share board books or cloth books with me.
- Show me you enjoy reading.

Resources to help:

www.booktrust.org.uk/resources

www.thecommunicationtrust.org.uk

www.literacytrust.org.uk/early_years

www.readongeton.org.uk

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8 - 20 months: You might notice that….

Personal, Social and Emotional Development

Making relationships

- I can use noises, words, pointing or touch to start a conversation with you.
- I am beginning to make friends with special grown ups.
- I am quiet or can get worried when I meet new grown ups for the first time.
- I need help from a grown up that I know when I am playing with children or visiting a new place for the first time.
- I like to watch what my friends are doing.

Self confidence and self awareness

- I like to find my nose, eyes or tummy when you play games or sing songs like "Round and round the garden".
- I know that when I make different noises and sounds with my voice you will help me or play with me.
- I can use pointing or looking to tell you what I want or need.

Managing feelings and behaviour

- I will go to a grown up that I know when I am feeling excited, happy, tired or cross.
- I may have a special comforter and will use it when I am feeling tired or upset.
- I will let a grown up that I know wash me, change my nappy or get me dressed.
- I am beginning to understand that when you say "yes" I can do or have something and when you say "no" I have to stop doing something or can't have something.

Physical Development

Moving and handling

- I can sit up on the floor.
- When I am sitting, I can lean forward to pick up a small toy with my hand.
- I hold on to furniture, like a sofa, or a grown up, to help me pull myself up so that I am standing.
- I can move around the floor by crawling, bottom shuffling or rolling over and over.
- I can hold onto a grown up or furniture, like a sofa, to help me lift one foot up at a time, step sideways and walk by myself.
- I can walk when a grown up holds one or both of my hands.
- I can walk by myself.
- I can hold a toy, like a brick, in each hand and bang them together.
- I can pick up something small, like a brick or grape, between my thumb and fingers.
- I can hold a chunky pen or crayon in my whole hand or in a fist grasp and explore the marks I can make.

Health and self care

- I open my mouth when I see the spoon you are going to feed me with.
- I can hold my own bottle or lidded cup.
- I can pick up food between my thumb and fingers, hold it in a fist grasp and lift my hand up to my mouth.
- I am beginning to use a spoon. I can lift the spoon up to my mouth, but sometimes the food falls off before I put the spoon in my mouth.
- When you change my nappy I will help you by lying still or lifting my legs up into the air.
- I am beginning to tell you, by pointing or making a face, that I have filled my nappy.

Communication and Language

Listening and attention

- I like to move my head, body, arms and legs when I hear music.
- I like to explore toys and other things that look interesting to me.
- I will stop what I am doing or playing with if I hear a noise or a grown up talking.

Understanding

- I will watch as you point to things or hold them out to me.
- When a grown up that I know asks me "Where's mummy?" or "Where's your nose?" I can point or find the thing.
- I am beginning to understand words that are important to me like "cup" or "teddy" by pointing or finding the thing.

Speaking

- I can make sounds that match what I am playing with, like "brmmm" for a car.
- I can use single words, like "cup" or "daddy" that are important to me.
- I will copy new sounds and words that I hear you using as you play with me.
- I like to use new words, like "more" to tell you that I want "more milk".
- I will look at things to let you know what I want.
- I will make up and use my own words, like as "baba" for baby.

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Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Reading • I like to hold books and look at the pictures in them. **Writing** • Babies need to hear words and learn to use these. • Babies need to explore what happens when they use their hands and feet. • I can hold a chunky pen or crayon in my whole hand or in a fist grasp and explore the marks I can make.	**Numbers** • I like to join in with saying number names as you sing rhymes and songs with me. • I will watch you hide a toy under a blanket and then look for it. **Shape, space and measure** • I can point to a picture in a book or a toy when you ask me "Where's the big teddy?" and "Where's the little teddy?". • I can recognise things that I use at mealtimes, bed time or when I have my nappy changed.	**People and communities** • Babies need to develop relationships with grown ups. **The world** • I will watch what you do as you play with me using toy cars, toy animals and toy people. • I will watch you hide a toy under a blanket and then look for it. • I can find things after you have dropped them into a bowl or basket. • I like banging things, like bricks, together and filling up boxes and baskets with things. • When you play with me I am finding out that things can be used in different ways, like a ball can be rolled or kicked or that a toy car can be pushed. **Technology** • Babies need to explore lots of different things to find out what they can do with them.	**Exploring and using media and materials** • I can copy actions, like clapping or waving, that I see a grown up doing. • I can show you that I like music and songs by patting the floor with my hands, opening and closing my hands or wriggling my body and legs. • I can explore the marks I make as I use a chunky pen or crayons or use my hands in bubbles, mud or paint. • I can explore what happens when I use my hands to pull, squash and squeeze dough. **Being imaginative** • Babies need to play with lots of different things to find out what they can do with them. • Babies need to develop relationships with grown ups. • Babies need to hear words and learn to use them.

Notes

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8 - 20 months: How can you help me with my learning?

Communication and Language

Listening and attention

- Share stories with me at bedtime or when we're snuggled up on the sofa.
- Sing songs to me when you're getting me dressed or changing my nappy.

Understanding

- Hold my hands to help me make the actions as you sing songs.

Speaking

- Tell me the names of things as I pick them up to explore.

Personal, Social and Emotional Development

Making relationships

- Share photos of special grown ups with me.
- Let me meet special grown ups. Tell me their names.

Self confidence and self awareness

- Let me look in a mirror. Point to me and tell me that it's me in the mirror. Point to my nose, arms and legs and tell me what they are.

Managing feelings and behaviour

- Let me get my comforter or special toy when I'm feeling sad or tired.

Physical Development

Moving and handling

- Let me splash my hands and kick my feet in the bath.
- Give me a doll's buggy or trundle trike to push.
- Put my favourite toys on the floor so that I can crawl or bottom shuffle to them. Move them further away so give me a small challenge
- Let me lift the flaps in a board book and share my excitement in what is behind the flap!
- Give me dough so that I can squeeze or squash it with my hands or poke it with my fingers.
- At feeding, changing or bath times share finger play songs with me like "Round and round the garden".

Health and self care

- Let me use my fingers to help me feed myself.
- Let me try and use a spoon to eat my food with.

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Mathematics

Numbers

- Let me explore a treasure basket with different things in it, like a collection of different types of spoons or a collection of shiny things.
- Sing number rhymes to me, like "Two Little Eyes to Look Around".

Shape, space and measure

- Let me explore different things to see what I can do with them, like a collection of different types and sizes of balls or things that will roll.

Expressive Arts and Design

Exploring and using media and materials

- Let me use my hands and feet to find out what marks I can make with paint or to make bubbles pop.
- Make sock puppets move to music or songs as you sing to me.

Being imaginative

- I need to play with lots of different things to find out what I can do with them: scarves, boxes, rattles, safe mirrors

Understanding the World

People and communities

- I need to develop relationships with grown ups. Introduce me to people when we are out and about.

The world

- Play "hide and seek" games where I have to find one of my toys.

Technology

- Give me different objects to explore: pots, pans, spoons, paper.

Literacy

Reading

- Take me to the library
- Let me hold the book as you share the story with me.
- Talk to me about what is happening in the pictures or who you can see in the pictures.
- Let me help you turn the pages of the book

Writing

- Give me chunky pencils / crayons / chalks to play with

Resources to help:

www.booktrust.org.uk/resources

www.thecommunicationtrust.org.uk

www.literacytrust.org.uk/early_years

www.readongeton.org.uk

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16 - 26 months: You might notice that....

Personal, Social and Emotional Development

Making relationships

- I like to play next to other children.
- I can go and play by myself or with other children but when I am feeling tired, worried or upset I will find a grown up that I know.
- I can play turn taking games, like rolling a ball back and forth, with a grown up.

Self confidence and self awareness

- I can go and play with new toys by myself but like to find a grown up that I know when I need them.
- I am beginning to use my toys to pretend they are something else, such as pretending my teddy is a baby.
- I try to do things for myself, such as putting my boots on, and will tell you "no" if you try to help me.

Managing feelings and behaviour

- I will look worried if I hear someone I know crying or happy and excited if I hear a grown up that I know.
- Sometimes I will get cross when I want to do things for myself and I can't do them.
- Sometimes, when you tell me what to do, rather than "no" I am able to do it.
- I know which toys are mine, which toys are my friends and that sometimes I have to share toys with my friends.

Physical Development

Moving and handling

- I can walk upstairs when a grown up holds my hand.
- I come downstairs backwards on my knees, holding on to the steps and come down one step at a time.
- I know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the same as the way I moved my hand.

Health and self care

- I can tell you what I like and don't like to eat and drink.
- I like to try new things to eat.
- I can hold a lidded cup in both hands and not spill too much drink as I put the cup to my mouth.
- I can tell you when I need my nappy or pants changed.
- I can tell you when I need to sit on the potty or go to the toilet.
- I like to help you when you get me dressed and undressed by finding my clothes and trying to put them on. When you change me I can find my wipes and new nappy and give them to you.

Communication and Language

Listening and attention

- When you read me a story I like to join in with the sounds that different characters and things make.
- When you sing rhymes I join in with the actions and sounds that different characters and things make.
- When I play with my favourite toys I am enjoying myself so much I don't always hear you when you talk to me.

Understanding

- I can tell you the names of toys or things that I want.
- If you tell me to find a toy or thing from a basket or box I can find the right thing.
- I can understand what to do when you tell me do one thing, such as "Throw the ball" or "Put the baby in the bed".

Speaking

- I use words that I have heard you say, such as "Oh dear" or "All gone".
- I am starting to say two word phrases such as "want ball" or "more juice" to tell you what I want or need.
- I use lots of everyday words that are important to me, such as "banana", "go", "sleep" or "hot" to tell you things.
- I am beginning to ask you questions, like "What's that?" and "Why?".
- Sometimes when I am playing with toys or sharing a story with you, I will talk to you about things that the toys and pictures remind me about.

Notes

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Literacy

Reading

- I like to share stories with you and can find my favourite stories for you to read to me.
- I have favourite rhymes and songs and join in with the actions and songs.

Writing

- Toddlers need to hear words and learn to use these.
- Toddlers need to explore what happens when they use their hands and feet.
- I know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the same as the way I moved my hand.

Mathematics

Numbers

- I know that when you hide a toy under a blanket I will find it under the blanket.
- I can sort out my toys and things so that all the same ones are together.
- When I am playing with my toys or singing songs I will say number names in a mixed up order.

Shape, space and measure

- I try to put the shape pieces into a jigsaw board and sometimes match the right piece into the right hole.
- I can build towers and long lines across the floor with bricks.
- I know the order I need to use things to help me get ready at bedtime or to get dressed.
- I know that when I see you with your coat we are going outside or when I see my cup and bowl on the table it is time to have a drink and something to eat.

Understanding the World

People and communities

- I like to look at and talk to you about photos of those who are special to me, such as family members, brothers and sisters, friends and pets.
- I like to listen to stories about children and families.

The world

- I like to explore things to see what I can do with them. I might shake them, hit things with them, look at them, touch them, put them in my mouth or pull them to find out what happens.
- I can put things together that belong together, such as a lid on the teapot or a lid on a box.

Technology

- I know that when you press the button on the remote control the television comes on or the button on the car key the car makes a noise and a light comes on.
- I can press buttons on my toys to make a noise or get something to pop up.

Expressive Arts and Design

Exploring and using media and materials

- Toddlers need to explore lots of different things to find out what they can do with them.
- I will jump, bounce or swing my arms when I hear music or songs that I like.
- I will join in with some of the words and actions I know when you sing my favourite songs.
- I can use chunky pens or crayons to make lines that go up and down and round and round.
- I am starting to make different sounds, like fast and loud, when I am playing musical instruments or everyday things like spoons, pots or plastic bowls.

Being imaginative

- I can use my hands to make marks in paint or mud. As I make the marks with my hands I make different sounds like "weeee".
- I can pretend that a toy or thing is something else, such as pretending that my teddy is a baby.

Notes

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16 - 26 months: How can you help me with my learning?

Communication and Language

Listening and attention

- Talk to me about the sounds we can hear when we go to the shops or the park.
- Make the sounds of animals and things when you're sharing a book with me.

Understanding

- Play games with me where I have to follow instructions like "roll the ball" or "throw the ball".
- Let me help you with unpacking the shopping by telling me to find different things like "find the apples" or "find the crackers".

Speaking

- Show me and give me choices about what I can have to eat, like "yoghurt or banana".

Personal, Social and Emotional Development

Making relationships

- Play copying games with me, like using the same metal spoon as I've got to make the same noise that I'm making on the fence.

Self confidence and self awareness

- Share photos or videos of me doing things and talk with me about what I'm doing.
- Use my dolls or teddies to show me how to pretend to look after a baby or use my cars to show me how to pretend to go on a journey. Talk to me about the things you are using and what you are doing with them.

Managing feelings and behaviour

- Let me help you to share out the sandwiches and fruit onto plates, so that everyone has something to eat.

Physical Development

Moving and handling

- Give me a little bag to carry something in when we go shopping.
- Give me a bucket to put interesting things in when I'm digging in the mud.
- Give me rolling pins and cutters to see what I can do with them when I'm playing with the dough.

Health and self care

- Let me wash my hands and face by myself.
- Let me try to put my boots on by myself.

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Mathematics

Numbers

- Count with me as you put my clothes on, like "one sock, two socks" or "one button, two buttons, three buttons, four buttons".

Shape, space and measure

- Let me explore what "full" and "empty" looks like when I'm playing in the bath with plastic bottles.
- Let me play with puzzles that I have to try and put the piece into the matching space.

Expressive Arts and Design

Exploring and using media and materials

- Give me a big piece of paper or shower curtain on the floor to see what marks I can make with a paint brush, my hands or my feet.
- Give me ribbons or scarves to hold as I dance to music.

Being imaginative

- Give me an old telephone so that I can pretend to phone you.
- Give me a bowl of soapy water so that I can wash my baby doll.

Understanding the World

People and communities

- Share stories with me that are about children and families.
- Let me tell you about photos about grown ups who are special to me, my brothers and sisters, my friends and my pets.

The world

- Let me splash in puddles when I'm wearing my boots.
- Let me climb up a little hill and run down it.
- Let me mix water and mud together to make "mud pies".

Technology

- Let me use the camera to take pictures of things.

Literacy

Reading

- Let me explore different books – board, paper, small, big.
- Let me point to things or tell you things as you share my favourite stories with me.
- Show me that you like books.

Writing

- Let me make lots of marks using chunky pencils / crayons / chalks.

Resources to help:

www.booktrust.org.uk/resources

www.thecommunicationtrust.org.uk

www.literacytrust.org.uk/early_years

www.readongeton.org.uk

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22 - 36 months: You might notice that….

Personal, Social and Emotional Development

Making relationships

- I watch what other children are doing before I join in with them.
- I will go to grown ups I know when I want a cuddle, when I am upset and /or when I am excited.
- I am beginning to make friends.

Self confidence and self awareness

- I can say "goodbye" to you when I have a grown up I know to help me.
- I can show you what I want to play with, eat and/or wear.

Managing feelings and behaviour

- I will go to a grown up I know when I'm feeling sad, scared or worried.
- I will do or say something when someone I know looks sad, cross, scared or worried.
- I know that if I take my friend's toy or shout at them they might get upset or cross.
- I will give my friend a hug if they are upset.
- I can sometimes stop myself from doing something that I know I shouldn't do.
- Sometimes I choose to play with toys I like to stop me from feeling upset.
- I can follow simple routines to help me do things by myself.
- If you tell me what to do, rather than "no" I am able to do it.

Physical Development

Moving and handling

- I can run without bumping into things or tripping up.
- I can squat down on my knees to play and can get up without using my hands.
- I can climb up a ladder on a small slide or climbing frame or onto a sofa or armchair.
- I can kick a large ball.
- I can turn the pages in a book. Sometimes I might turn over more than one page at a time.
- I can hold a small jug and pour my own drink.
- I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round.
- When I walk up and down stairs or steps I hold onto the hand rail and move one foot at a time on to the next step until both my feet are on. Then I do the same to get to the next step.

Health and self care

- I am beginning to choose to hold objects in one hand more than in the other.
- I can hold a spoon to pick up my food and put it into my mouth to feed myself.
- I can drink from a cup with no lid and not spill my drink as I put the cup to my mouth.
- I can tell you when I need to use the potty or toilet.
- I know how far I can climb up the stairs, the slide or the climbing frame on my own before I need to ask you for help.
- I can put on my hat, unzip my coat and take off my unfastened shoes/boots and cardigan/shirt by myself.
- I am beginning to be able to wash and dry my hands by myself.
- I am beginning to be able to sit on a potty or toilet by myself.
- I can use a set of steps to help me reach the sink or toilet by myself.

Communication and Language

Listening and attention

- I listen to stories when you make different noises or use different voices as you read to me.
- I can recognise sounds by finding or going to the thing or place.
- I join in with singing songs and rhymes.
- I stop what I am doing, look at you and listen to you when you say my name.

Understanding

- When you ask questions like "Who's jumping?" or "Who's sleeping?" I can point to the right picture to show you that I understand action or "doing" words.
- I understand longer instructions or questions such as "Put the bricks away and then we'll read a book".
- I can show you that I understand "who", "what" and "where" when you use short questions such as "Who's that?", "What's that?" or "Where is?" as we look at pictures in a book or play with toys.
- I can point to the right picture or object to show that I understand describing words such as "big" or "small".

Speaking

- I can use simple sentences with 3-4 words to talk about what I am doing or what is happening.
- When I am talking with you, I talk about lots of different things – what I am doing, what I like or what I have done.
- I use objects and gestures to help me explain what I mean when I am talking.
- I can ask questions such as "what", "where" and "who" when I am sharing a book or playing with toys.
- I am beginning to use word endings, such as "I am going" instead of "I go" and plurals, such as "babies" when talking about more than one object or person.

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Literacy

Reading

- I have some favourite rhymes and songs.
- When you read my favourite stories I can join in with words and phrases that appear over and over again.
- I can tell you the missing word or phrase in stories and rhymes that I know really well, such as "Humpty Dumpty sat on a ……"

Writing

- I can tell you about the different marks I make in my writing and drawing.
- I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round.
- I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts.

Mathematics

Numbers

- I can give you the right number of objects from a collection when you say "please give me one", "please give me two".
- I can say some number names in order.
- I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts.
- I can show you which group of toys or plate of food has "more".
- I can use words like "more" and "a lot" to describe amounts of objects.
- I know that if I add a toy to a collection or some food to my plate I have more and if I take something away I don't have as much.

Shape, space and measure

- I can point to shapes and patterns in pictures and clothes.
- I can sort a collection of objects so that ones that are the same shape or size are altogether.
- I can use words such as "big" and "little" to describe toys, clothes and pictures in a book.
- I know the order of things that happen every day (such as I get out of bed, I have my breakfast, I get dressed) and can tell you what happens next.

Understanding the World

People and communities

- I can recognise photos of my friends, family and other special people and tell you who they are.
- I can use my toys to pretend familiar, everyday routines, such as cooking or looking after a baby.
- I am beginning to make friends.
- I can talk about how I am the same and different from other people based on my familiar experiences, such as what I like to eat or what clothes I wear.

The world

- I can play with toys such as toy cars, trains, animals and people and talk about what happens as I play with them.
- I can talk about what I see when I play outside, such as splashing in puddles or digging in the mud.

Technology

- I can switch electronic toys on, such as a torch or remote control car, and know how to press buttons or switches to make something happen.
- I can make toys, such as a wind up toy, move.

Expressive Arts and Design

Exploring and using media and materials

- I join in with singing my favourite songs and rhymes.
- I can explore the different sounds I can make using musical instruments or everyday objects such as spoons, pots and plastic bowls.
- I join in with dancing to songs and when I hear musical instruments being played.
- I can explore what happens when I use different types of paint, pens, pencils, crayons, paper, glue and children's scissors.

Being imaginative

- I can tell you what the different marks I make in my drawings are.
- I can use toys and clothes to pretend familiar, everyday routines, such as cooking or looking after a baby or play out pretend roles that I am interested in, such as being a fire fighter or a princess.

Notes

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22 - 36 months: How can you help me with my learning?

Communication and Language

Listening and attention

- Use sock puppets or toy people or animals when you're sharing one of my favourite stories or songs with me.

Understanding

- When we're making a sandwich together tell me what you are doing so I know what to do.

Speaking

- When we're playing with things, use new words to describe what I'm doing with them or to tell me what they are called.

Personal, Social and Emotional Development

Making relationships

- Make dens from sheets and blankets that I can play in with you or my friends.

Self confidence and self awareness

- Make a box with different things in it, like glue and different types of paper, that I can choose from when I'm making a picture or model from boxes.

Managing feelings and behaviour

- Talk to me about the order I need to do things in, like brushing my teeth or getting ready for bed.

Physical Development

Moving and handling

- Play ball games with me.
- Give me lots of ribbons that I can wave around me.
- Let me try and dress my teddy or doll with different types of clothes, like coats, jumpers and dresses, and different types of fastenings, like buttons, Velcro and zips.

Health and self care

- Let me help get lunch ready by cutting the cheese or bananas.

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Mathematics

Numbers

- Make skittles with me from plastic bottles. Play games where we have to keep a score of how many skittles we've knocked down.
- Sing counting rhymes with me like "Five Little Men in a Flying Saucer" or "1,2,3,4,5 Once I Caught a Fish Alive".

Shape, space and measure

- Let me sort the clothes so that I put all the ones with the same pattern or colour like red, spotty or stripy, together.

Expressive Arts and Design

Exploring and using media and materials

- Let me explore the different sounds I can make with everyday things like spoons, pots and plastic bowls.
- Make a box with paper, glue, scissors and crayons that I can use to make pictures.

Being imaginative

- Let me dress up using grown ups' clothes, pieces of fabric, hats and bags so that I can pretend to be somebody else.

Understanding the World

People and communities

- Let me taste food from different countries and cultures.

The world

- Let me explore bubbles, windmills or streamers when it's windy.
- Let me use toy cars, buses or trains to make up stories about going to the supermarket, going on holiday or going to nursery.

Technology

- Let me press buttons on things like torches or remote control cars to see what happens.

Literacy

Reading

- I like to turn the pages in books – let me.
- Let me use my toys to help me tell you stories that we've shared.
- When you read me stories that I know really well, stop at different parts and let me tell you the missing word.
- Let me explore lots of books from the library or nursery with my friends and on my own.

Writing

- Draw and paint with me and tell me what you're doing.
- When you're writing lists or filling in forms let me have my own paper or forms so that I can make my own marks.

Resources to help:

www.booktrust.org.uk/resources, www.literacytrust.org.uk/early_years

www.thecommunicationtrust.org.uk, www.readongeton.org.uk

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30 - 50 months You might notice that….

Personal, Social and Emotional Development

Making relationships

- I can play in a group with my friends. I can make up ideas for things to do and games to play.
- I will ask my friends to play with me.
- I can watch what my friends are doing and join in with them.
- I talk to and make friends with other children and grown ups I know.

Self confidence and self awareness

- I choose the toys I want to play with and what I want to do with them with help from a grown up.
- I like it when you say things like "well done for eating all your dinner" or "thank you for putting the toys away"
- I like helping you when you are busy, like putting some shopping away or matching my socks together.
- I am beginning to talk to grown ups I don't know when you are there. I will join in new things when you are with me.
- When we are playing, I will chat to my friends about you and our family.
- I can ask grown ups for help when I need it.

Managing feelings and behaviour

- I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too.
- I know that sometimes my friends will want to have the toys I am playing with and need help from a grown up to help me share these with them.
- I am beginning to understand that when you are busy I can't always have everything I want, when I want it.
- I know that sometimes I can't do things I want to do, like running around in the supermarket or jumping up and down on your friend's sofa with my muddy boots on.

Physical Development

Moving and handling

- I like running, walking, jumping, hopping, skipping and moving around in lots of different ways.
- I can go up and down stairs and steps like a grown up, using one foot per step.
- I can carry something I like carefully downstairs, usually stopping with two feet on each step.
- I can run around, stopping, changing direction and slowing down so that I don't bump into things.
- When you show me how to stand on just one foot, I can copy you, just for a second without falling over.
- I can catch a large ball when you throw it to me.
- I can wave my arms or ribbons to make up and down lines and circles in the air.
- I can use child scissors to make snips in paper.
- I can hold my pencil near the top, like a grown up, using my thumb and two fingers, not my whole hand.
- I can make the lines and marks that I want with a pencil.
- When you write my name, I can copy some of the letters by myself on my piece of paper.

Health and self care

- I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep.
- I notice that when I am running, I get hot and I pant a bit.
- I understand that I have to be careful when I am using children's scissors to snip or my knife to spread jam.
- Most of the time, I remember to go to the toilet in time and I wipe myself.
- I can wash and dry my own hands.
- When you help me and hold out my coat, I can put it my arms in and I can do the zip up when you start it. I can pull my own trousers up too.

Communication and Language

Listening and attention

- When I like what they are talking about, I listen to my friends.
- I listen to the stories you tell me and I talk about them later.
- When you read me stories, I join in with my favourite bits, like "Who's been sleeping in my bed?" when we are reading Goldilocks and the Three Bears.
- I can join in with my favourite rhymes and stories with you and guess what will happen next.
- I stop what I am doing and listen when I hear you talk to me, or I hear the door bell ring.
- When you ask me to do something like "Come and put your coat on", I will do it if I am not really busy playing.

Understanding

- When you ask me questions like "What do we need to cut the bread?" I know it's a knife.
- When we are playing and you ask me to "Put teddy under the blanket" or "Put the car on top of the garage" I know what you mean and I can do it by myself.
- I can help you when you ask me to put something away or get something like "Put your shoes in the basket, please"
- I am beginning to understand when you ask me questions like "How can we mop up the juice?" and "Why do you want to wear your boots today?

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		Speaking • I am beginning to use longer sentences with words like "because" and "and" like "I cried, I did, because I banged my foot" • I can tell you about something that happened yesterday, like "remember when we went to the park and had a green apple and came home". • I ask lots of questions and answer your questions too. • I can talk about what we are doing now, and what might happen later or tomorrow. • When I talk to you, sometimes I talk like a grown up to make myself clear, like "I really, really need the toilet now". • I can use lots of words about things that interest me, like "diplodocus" and "brontosaurus" and I like to learn lots of new words. • I pretend about things when I am playing, like using my coat on my head "this is my magic flying cape".

Notes

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Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Reading • I like singing nursery rhymes and songs. • I can join in with rhymes and I recognise when words start the same, like 'big boat' and 'tall tower'. • I can clap my hands to match the sounds in words, like 2 claps for "he-llo". • I can listen and join in when we read books and sing rhymes. • I can join in with my favourite stories and guess what will happen next. • I know that stories have beginnings and endings and sometimes I guess how the story will end. • I can listen to longer stories and talk about them. • I can talk about the places and people in stories and the important things that are happening. • I like to look at the pictures and words in books. I can show you words when we are outdoors. • I can recognise my own name and words that are special to me, like "mummy" and my favourite shops and foods. • I hold the book the right way up and turn the pages carefully when I look at it on my own. • I know that books can tell me things like the names of cars I am interested in. • I know that the words in the book tell me things and where the words start on the page.	**Numbers** • I can use some number names and words like "more than" and "fewer than", when I am playing. • I can say numbers in order from 1 to 10. • I know that numbers tell me how many things there are altogether, like 8 biscuits on a plate. • I use my fingers, pictures or marks to show you how many things there are. • Sometimes I can match a numeral to the right number of things, like "3" to three balls. • I am interested in numbers and I talk about them and ask you questions. • I know when there are the same number of things, like 2 cakes, one for you and one for me. • I show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I am beginning to know there are still 10 animals. • I talk about the numbers I see when we are outdoors. • I am interested in making marks and calling them numbers. • I know that I can count claps and jumps as well as things like apples and buses and dinosaurs.	**People and communities** • I am interested in the grown ups I know and talk about where they live and what they do. • I can remember times that are special to me and talk about them, like the first day I got my scooter. • I can talk about people and times that are special to me and my family and friends, like "remember the party when we had fireworks and big bangs". • I am interested in the different jobs that grown ups do, like fire fighters and doctors. • I know that I am special and some things that I do are the same as my friends and some things are different. I might say things like "I don't eat meat" and "I go to the same swimming pool as my friends". **The world** • I can talk about my home and the places that I know like the park, the shops and the library. Sometimes I ask questions about the animals and trees I see. • I can talk about plants and animals that interest me, like next door's dog that barks and the really tall tree in the park. • I talk about why things happen and how things work, like "where does all the bathwater go when it goes down the plughole?" • I am beginning to notice changes in things, when bananas turn black when they stay in the bowl for too long or the flowers in the park getting bigger. • I know that we have to be careful with animals and plants and remember not to pick the flowers or to stroke the cat gently.	**Exploring and using media and materials** • I like joining in with dancing and ring games. • I can sing some familiar songs. • I am beginning to move with rhythm, especially when I hear music I like. • I can tap out simple repeated rhythms, especially to songs and rhymes I like. • I can make lots of noises with different things, like banging a spoon on my plate or popping bubble wrap. • I can mix paints together to make new colours. • I know that I can join up lines on paper to make different shapes and I use these shapes to make things I know, like a face or a door. • I like to find out more and talk about things that feel different, like the soft duvet cover or the shiny saucepan. • I can use all sorts of building toys and empty cardboard boxes to make things. • I make lines and piles of blocks, joining the pieces together to make things like houses and car parks. • I know that I can use tools like scissors, spoons and hammers to do different things.

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Writing	Shape, space and measure	Technology	Being imaginative
• Sometimes I can tell you about my drawings and paintings and what my writing means. • When I see your writing, I tell you what I think it means, like the shopping list says "beans and chips and ice cream". • I can make the lines and marks that I want with a pencil. • When you write my name, I can copy some of the letters by myself on my piece of paper.	• I like lining up shapes and fitting shapes and different things into boxes. • I see shapes when we are outdoors, like square windows and triangle and circle shapes in road signs. • I can use words like "under", and "next to" to describe where things are. • I choose to play with different sorts of building sets and talk about what I am making. • When I am doing puzzles, I look at the missing shapes to see what could fit. • I am beginning to use words like "round" and "straight" when I talk about the shapes I see.	• I know how to operate simple equipment. I can turns on the DVD player and use remote controls. • I like toys with knobs and touch screens and real objects like cameras or mobile phones. • I can make toys move or the sound or picture images on toys work by pressing switches or touching the screen. • I know that I can find out things that interest me from the computer, mobile phone or tablet.	• I am beginning to like some things more than others and sometimes I might like painting and drawing more than dancing or singing. • I move around in different ways when I am happy or excited, sometimes I dance and jump up and down when I hear music. • I sing to myself and I change songs I know to make up my own songs and rhythms. • I notice the things that you do, like cooking and cleaning and I pretend to do the same. • When something special has happened to me, I pretend play it happening, like feeding the new baby or my first swimming lesson. • When I am playing with my toys, I make up stories like superheroes rescuing people from a building or animals eating grass. • I use ordinary things and pretend they are something else, like a spoon is a fire hose and my bricks are fish fingers and chips. • When we have done something exciting, I like to draw or paint a picture or make up a dance or song/rhyme.

Notes

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30 - 50 months: How can you help me with my learning?

Communication and Language

Listening and attention

- Play listening games with me like "Simon Says…." Where I have to copy an action or "Ready, Steady, Go" where I have to wait to push the ball or car.
- Make up silly sentences with me where each word begins with the same sound as at the start of my name.

Speaking

- Talk to me about things we did or places that we went to yesterday.

Understanding

- When I'm helping you to make the lunch, ask me questions like "What do I need to cut the apple?" or "What do I need to pour your milk / water into?" so that I can find you the thing we need.
- When we're tidying up give me simple instructions like "Put your shoes in the basket" or "Put the remote control on the sofa."

Personal, Social and Emotional Development

Making relationships

- Let me build things with my friends using big cardboard boxes and pieces of fabric.

Self confidence and self awareness

- Let me help you match the socks together.

Managing feelings and behaviour

- Let me dress up and pretend to be a nurse, doctor, firefighter, mum or dad.
- Explain to me why I cannot do things like run around the supermarket.

Physical Development

Moving and handling

- Let me practice using children's scissors to cut dough, cooked spaghetti or paper.
- Make an obstacle course in the park or garden where I have to run around benches or chairs, crawl under a blanket and crawl through a cardboard box.

Health and self care

- Make sure I brush my teeth twice a day.

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Mathematics

Numbers

- Make a train shed with numbers on so that I can match my trains into the shed with the same number on.
- Put numbers on a skittles game made from plastic bottles. Ask me what number was on the bottle I knocked down.

Shape, space and measure

- Let me build from cardboard boxes or wooden bricks. Use words like "long" or "tall" to describe my model.
- Go on a shape walk inside or outside to find things which are the same like "circles" or "spheres".

Understanding the World

People and communities

- Take me out to different places where we live, like the fire station or the library.

The world

- Let me explore mud, rain or snow.
- Plant seeds with me in a pot or in the garden.

Technology

- Let me press buttons, like on the pelican crossing or the doorbell at our friend's house, to see what happens.

Expressive Arts and Design

Exploring and using media and materials

- Let me use my paints to mix up my own colours.

Being imaginative

- Help me to use some of my toys to make up a story.
- Give me pieces of material to make a cape or a big cardboard box to make a spaceship when I'm pretending to be somebody else or going on an adventure.

Literacy

Reading

- Read signs to me when we are out and about.
- Let me read and share my books with you.
- Let me choose my own books when we go to the library.
- Set up a pretend shop where I can read the labels on the packets and boxes.
- Read a recipe to me as we're making dough.
- Borrow a story sack from nursery for us to investigate, read, and make up stories.

Writing

- Tell me what you're writing as you write a shopping list.
- Make a name card for my bedroom door or a placemat with my name on. Let me use these to help me try to write my name by myself.

Resources to help:

www.booktrust.org.uk/resources, www.thecommunicationtrust.org.uk

www.literacytrust.org.uk/early_years, www.readongeton.org.uk

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40 - 60 months: You might notice that….

Personal, Social and Emotional Development

Making relationships

- I like to talk with my friends and grown ups and tell them what I know about the things they talk about.
- I can tell you what I know about things I like to play with or things that I like to do. I ask grown ups and my friends questions to find out more about the things I like.
- I can help my friends to be friends again when they fall out or are cross with each other.

Self confidence and self awareness

- I can tell my friends and grown ups what I need, what I want, what I like to do and if I like or don't like something.
- I can tell you what I like to do and what I am good at doing, like drawing or running.

Managing feelings and behaviour

- I know that if I take my friend's toy or shout at them they might get upset or cross. When I make my friend upset or cross I might get upset too or I might try to give them a hug.
- I know what I should do to help me and my friends share things, keep safe and be happy.
- I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross.

Physical Development

Moving and handling

- I like to move in different ways like running, skipping, hopping, jumping or rolling.
- I can jump off a step and land on the floor on two feet.
- When I am playing chasing or racing games I can slow down or change the way I am going to stop myself from bumping into my friends or things.
- I can move on my feet, back and tummy to get over, under, along or through tunnels, climbing frames and steps.
- I can push, pat, throw, catch or kick things like a large ball, a balloon or piece of fabric.
- I can use scissors to cut paper or cutters to make shapes from dough.
- I can use different things like scissors, paintbrushes, pens, hammers or bricks to make the things I want.
- I choose to use either my left hand or my right hand more to hold things like a pen, pencil, paintbrush or scissors.
- When I use a pen, pencil or paintbrush I am beginning to be able to make anti clockwise circle marks and lines that go down and up and up and down.
- I write letters that you can begin to recognise. The letters I write are often a mixture of capital and lower case letters.
- I can hold a pen or pencil and use it to write letters that you can recognise. When I am writing letters I will usually start and finish in the right place.

Health and self care

- I like to eat different types of fruit and vegetables.
- I can go to the toilet by myself.
- I can tell you about different ways of keeping healthy, like washing my hands before I eat my food, having a drink of water when I am thirsty, eating fruit or vegetables and running or jumping.
- I can show you how I use things like scissors, hammers and saws safely so I don't hurt myself or my friends.
- I can tidy toys away so that I don't fall over them and hurt myself.
- I can use things like scissors, a hammer and a saw safely without help from a grown up.

Communication and Language

Listening and attention

- When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening.
- I can listen to what you tell me you want me to do and then I can do it.

Understanding

- When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening.
- I can listen to what you tell me you want me to do and then I can do it.

Speaking

- I can use lots of words to tell you about something that I have made or something that I have done.
- I like you to use new words to talk to me about what I am doing or what I am using. Then I like to try to use these new words as I am playing.
- I can pretend to be different people and can pretend to do different things, like being a nurse and making sick patients better with bandages and care.
- I can use words like "first", "next" and "then" when I am telling you a story or telling you about something I have done.
- When I am dressing up or playing with toy people I like to make up stories using what I know, what I have seen or what I have heard to help me.

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Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Reading • I can tell you lots of words that rhyme with a word like "hat". • I can hear and tell you the first sound in a word when you say the word. • I can say each of the sounds in a short word like "cat". When you say each of the sounds like "c-a-t" I can put the sounds together and tell you the word. I can write each of the letters I need to write the word. • I can read short sentences which are made of up words like "the" or "and" and words that I can say each of the sounds in like "hat" or "dog". • I use my favourite stories to help me make up my own stories when I am dressing up or using toy people or animals. • I like to share different books like comics, stories, rhymes, poems, facts books and magazines with you. • When I am interested in things, I can look in books or on websites to find out more things.	**Numbers** • I can recognise numbers that are important to me like my age, my flat number or the bus number that I go to nursery on. • I can recognise the numbers 1 to 5. • I can touch one thing and say the number name at the same time to help me count up to 3 or 4 things. • I can count the number of things on a page in a book or on a birthday card. • I can match the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10. • I can guess how many things I can see in a bucket and then count them to see how close my guess was. • I can tell you which basket or bucket has got "more" or "fewer" things in. • I can put two baskets of things together and tell you how many things I have altogether. • I can tell you what "one more" is when you say a number. • I can tell you what "one more" or "one less" is when you give me a group of up to 5 things, then up to 10 things. • I can use words like "more", "add", "less" and "take away" • I can use marks and pictures to show you my counting. • I can use counting to help me solve problems that are important to me, like splitting my sandwich in half to share with my friend.	**People and communities** • I like to join in with routines, like going shopping, and times that are special to me and my family like birthdays. • I know that my friends might do things differently to me, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year. **The world** • I can talk about how things, like flowers or buildings look the same or look different. • I can talk about the patterns in things I see around me, like bricks or leaves. • I can talk about how things change, like the seeds growing into sunflowers or the block of ice melting into water.	**Exploring and using media and materials** • I have favourite songs and dances and can tell you which one I want when you ask me. • I can tap, shake, scrape and hit musical instruments to find out the different sounds I can make. • I can mix my own paint using powder or ready mixed paints. • I can choose the things like paper, material or ribbon that I want to use to make a picture. • I like to use lots of different things like paint, paper, wool and material to make a picture. • I can cut, stick and fold the things I want to use in my picture. • I can use building toys, like bricks, and boxes to make the thing I want to make. • I can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. • I can choose the things I want to use to make something. If my ideas don't work I can choose something else or change the way I do something.

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Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Writing • I can tell you what the marks, shapes, letters and pictures that I make mean. • I know that when I say a word you can write it down and that the letters you use make up the word I have said. • I can hear and tell you the first sound in a word when you say the word. • I can say each of the sounds in a short word like "dog". When you say each of the sounds like "d-o-g" I can put the sounds together and tell you the word. • I can tell you the names and sounds of each of the letters in the alphabet. • I am beginning to use letters in my writing. Sometimes I write the right letter with the sound I make as I say the word. • I can write my name. • I can write labels for things to sell when I am playing "shops". • I can write a short caption, like "my big car" to tell you what I have made with boxes. • I try to write short sentences like "I can jump" when I am making a book about me.	**Shape, space and measure** • I am beginning to use shape names like "circle", "square", "cube" and "cylinder". • When I am playing on an obstacle course I can use words like "under", "behind", "on" or "in" to tell you where I am. • I can tell you which thing is "heavy" and which thing is "light" when you give me 2 things. I can tell you which thing is "full" and which thing is "empty" when I am filling and emptying bottles. • I can use things to make patterns, like buttons and bricks. • I am beginning to use words like "money", "pound" and "pence" when playing "shop". • I know the order I put my clothes on • I can tell you what is happening tomorrow or what happened yesterday. I can tell you what day today is.	**Technology** • I can use a painting program on the computer or tablet to draw a picture. • I can use different things like a digital microscope, camera or microphone with a computer. • I ask questions about how technology works. • I know that a computer or remote control toy may need to be plugged in or have a battery in it to make it work.	**Being imaginative** • I can dress up or use toy people or cars to pretend to be other people, places or things that have happened, like a party or a wedding. • I can use my arms, legs and body to move in different ways and pretend to be something else, like a monster or a bear. • I can choose the colour of paint, paper or material that I want to use to make something in my picture, like a piece of green paper for the grass. • When I am dressing up or using toy people I can tell you a story about what is happening as I am playing. • I can play next to my friends who are dressing up like me or using toy people or cars like me. • I can dress up and play a story with my friends.

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Notes

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40 - 60 months: How can you help me with my learning?

Communication and Language

Listening and attention

- Play a treasure hunt game with me where I have to listen to your instructions to help me find the next "clue".

Understanding

- When we're sharing a story together ask me why I think something has happened or what might happen next.

Speaking

- When we're sharing a story ask me how I think the story might end.
- Make up silly rhymes with me where we use words that begin with the same letter or the words all rhyme, like "cat", "bat" and "hat".
- Play "I spy" with me.
- Use different voices, like loud voices or squeaky voices, when we're telling stories.

Personal, Social and Emotional Development

Making relationships

- When we go to the park ask me what we can do there or what things we see growing there.

Self confidence and self awareness

- Let me tell you how you can help me when I'm making something.

Managing feelings and behaviour

- Talk to me about how to keep safe when we're going to cross the road at a pelican crossing or zebra crossing.

Physical Development

Moving and handling

- Play games with me like football, basketball or throwing balls into bowls or boxes.
- Get me to thread plastic bottle tops with holes onto string or shoe laces.

Health and self care

- Make fruit kebabs or vegetable faces to help me try different types of fruit and vegetables.
- Dance with me when we hear our favourite songs.

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Mathematics

Numbers

- Plan a picnic with me and let me decide how many sandwiches and bananas we will need.
- Make a number line with me using birthday cards.
- Play number snap or bingo with numbers that we've cut out of a magazine.
- Sing number songs where I have to count backwards like "Five Little Ducks" or "Ten Fat Sausages".

Shape, space and measure

- Let me sort out the pairs of shoes so that they go from small to big.
- Let me make patterns with buttons or lids, like "big, small, big".
- Let me give you instructions for an obstacle course, like "Go under the blanket", "Go through the tunnel" and "Go behind the chair".

Literacy

Reading

- Do not forget I enjoy being read to and sharing books with you.
- Let me read to you and ask interesting questions about the story
- Make a puppet theatre with me from a cardboard box and puppets, cut out of comics or pictures from websites, to help me make up new stories.
- Make and play games with me that use letters or words.
- Play games where you give me an instruction like "Can you j-u-m-p?" or "Can you h-o-p?" and I have to put the sounds of the word together and show you the action.
- I have favorite books – ask me about them.

Writing

- Make a pretend shop with me and let me write the price lists.
- Make number plates with me for my cars.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

Resources to help:

www.booktrust.org.uk/resources

www.thecommunicationtrust.org.uk

www.literacytrust.org.uk/early_years

www.readongeton.org.uk

Expressive Arts and Design

Exploring and using media and materials

- Pretend stories with me like "Going on a Bear Hunt" or "Walking Through the Jungle".
- Sing and dance with me to my favourite songs.
- Give me string, scissors, sticky tape, glue and boxes to make a model, like a castle or a car.

Being imaginative

- Let me tell you a story about what I'm doing when I'm dressing up and pretending to be a pirate or a doctor.

Understanding the World

People and communities

- Let me help you find the things we need in the shop.
- Have a pretend party for my dolls and teddies with me.

The world

- Make a map with me to show how we get from our house to nursery or the library.
- Draw a road for my cars or a track for my trains with me on a big piece of paper.
- Let me help you water the plants.
- Make coloured ice cubes with me and let me use them to paint with.

Technology

- Let me listen to a story or a song on our radio, CD player, app or website.
- Let me take photos of my favourite toys, special grown ups or when we walk to the bus stop.

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Early learning goals for 5 year olds:

Early learning goals or ELGs outline the level of learning and development that children are expected to have reached by the end of the reception year at school. We list here the ELGs for 5 year olds across the 7 areas of learning and development in the EYFS. For further information about your child's progress against the ELGs, please speak to your child's reception teacher.

Personal, Social and Emotional Development	Communication and Language	Physical Development
Making relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. **Self confidence and self awareness** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. **Managing feelings and behaviour** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	**Listening and attention** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. **Understanding** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. **Speaking** Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	**Moving and Handling** Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. **Health and self care** Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Notes

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Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. **Writing** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	**Numbers** Children count reliably with numbers from one to 20,place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. **Shape, space and measure** Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	**People and communities** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. **The world** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. **Technology** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	**Exploring and using media and materials** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Being imaginative** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Notes

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Where to go to learn more

If you feel unsure about your child's development or have any concerns you might want to speak to someone from your local children's centre, your child's key person, a childminder or health professional.

For information about NHS services and support for parents visit: www.nhs.uk/conditions/pregnancy-and-baby/Pages/services-support-for-parents.aspx

To find a Sure Start Children's Centre in your area visit: www.gov.uk/find-sure-start-childrens-centre

Source	Link	Resource	Support offered
Book Trust	www.booktrust.org.uk/resources	Book Trust transforms lives by getting children and families reading.	Resources to support reading of all ages to develop the skills that will improve their opportunities in life.
Children's Food Trust	www.childrensfoodtrust.org.uk/parents	Leaflets and guides	Range of advice and information ensure a balanced diet in their early years and Check spacing as maybe an extra space before ensure?
Communication Trust	www.thecommunicationtrust.org.uk	Small Talk	For parents of children aged 0-5 to show where children are likely to be with their communication at a certain age.
		Top Tips Leaflet	10 Top Tips to help parents or professionals develop children and young people's communication skills
		Through the eyes of a child	Four films full of useful advice on how parents can encourage their child to talk and interact with them.
		Misunderstood	Information for those who want to find out more about supporting children and young people with speech, language and communication needs
		Listen up	Resources to encourage listening, understanding, interaction and play.
		Summer Talk	Pack with games and activities that support families to encourage children's communication skills when they are out and about this Summer.
Families in the Foundation Years	www.foundationyears.org.uk/parents	Outline of information available to parents to help in making choices and plans. Links are also provided to other websites to offer you more information if you need it.	This site is designed to help you work your way through the information and support on offer to help your child get off to a great start in life.
Family Information Centre	finder.familyandchildcaretrust.org	Information on services available to parents	Your local Family Information Service (FIS) provides a range of information for parents from details of local childcare and early years provision to family activities in your area.
katecairns.com	www.fivetothrive.org.uk/resources	Five to thrive.	Printed guides, posters, pop-up banners and a range of age-specific supplements are all available to support the implementation of five to thrive
Literacy Trust	www.literacytrust.org.uk/early_years	Early Words Together	Early Words Together is a targeted, literacy peer education programme for families with children aged two to five that empowers parents to support their child's early learning, through small groups run within an early years setting.

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Source	Link	Resource	Support offered
National Numeracy	www.nationalnumeracy.org.uk	How does what parents say about maths affect their children?	Falkirk Council Education Services have created a lovely video with some great suggestions for everyday maths activities.
		Help Your Child With Numeracy: Age Range 3-7	Clear descriptions of the ways in which maths is taught in schools today, as well as examples of the kinds of calculations children will learn at different ages.
Parents in Touch	www.parentsintouch.co.uk	How I can help my under 5 year old	Resources to help with maths, phonics, handwriting and English
Play England	www.playengland.org.uk/resources.aspx	Reports and guides	Written by experts, the resources ensure that parents access to a wide-range of research, good practice and guidance to support them to increase children's freedom to play.
Start4Life	www.nhs.uk/start4life	Support throughout pregnancy and as baby grows.	All the help and advice you need during pregnancy, birth and parenthood for mums, dads, family and friends.
Save the Children	www.readongeton.org.uk	Support for reading with your child	Lots of practical ideas and ways to help your child's early literacy and reading.

Tell us what you think

We are keen to find out how you have used this booklet and how it can be improved. All feedback can be sent via email to foundations@4Children.org.uk.

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